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ABSTRACT

Information on 27,016 degrees conferred in Connecticut colleges and universities in 1984-1985 is presented, with attention to discipline and level of the degree and the recipients' gender and minority status. Trends include the following: over the past 10 years, the proportion of bachelor's and master's degrees awarded in the public sector has declined steadily, while it has increased in the private sector; in 1984-1985 more degrees were awarded in business and management than in any other field, while education was second and social sciences third; female students earned slightly more than half of all degrees, consistent with the past 5 years; minority students earned 6.9% of all degrees in 1984-1985, an increase over previous years but still less than minority representation in the state's population; and based on proportions in the state population, Black and Hispanic students are underrepresented among degree recipients and Asian/Pacific Islanders are overrepresented. The declines in degrees following enrollment growth may indicate that more students are enrolling part-time, for short-term, job-related education rather than for traditional programs. Shifts in student demand and interest have implications for institutions in such areas as budget allocations, faculty assignments, program expansion/contraction, and quality standards. (SW)

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Report

Research Report R-1-86
May 1986

Board of Governors for Higher Education
Department of Higher Education
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DEGREES CONFERRED BY CONNECTICUT INSTITUTIONS OF HIGHER EDUCATION 1984-85

Highlights

- Connecticut colleges and universities conferred 27,016 degrees in 1984-85, with public institutions awarding 53.0%. The total has remained relatively stable over the past 10 years, although changes have occurred across disciplines at various levels.
- Over the past 10 years, the proportion of bachelor's and master's degrees awarded in the public sector has declined steadily, while it has increased in the independent sector. At both levels, independent institutions are awarding more degrees than the publics. This reversal of previous patterns occurred while public enrollment was increasing and independents were showing declines.
- In 1984-85, more degrees were awarded in business and management than in any other field. Education was second, with social sciences third. These patterns are a continuation of a 10-year trend, with education degrees showing constant and significant declines, and business and management degrees increasing.
- Female students earned slightly more than half of all degrees, consistent with the past five years.
- Minority students earned 6.9% of all degrees in 1984-85, an increase over previous years but still less than minority representation in the state's population.
- Based on proportions in the state population, Black and Hispanic students were under-represented among degree recipients; Asian/Pacific Islanders were over-represented.
- Changes in patterns of degrees conferred have significant policy implications. The declines in degrees following enrollment growth may indicate that more students are enrolling part-time, for short-term, job-related education rather than for traditional programs. Declines in education degrees may indicate eventual teacher shortages, while areas of growth, such as business, engineering, and computer science, may experience over-supplies of qualified applicants. These shifts in student demand and interest have institutional implications, as well, for budget allocations, faculty assignments, program expansion and contraction, and standards of quality.

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INTRODUCTION

The number of degrees conferred by Connecticut higher education institutions is an important measure of the system's capacity to produce highly skilled citizens. Degrees conferred data are partial yet useful indicators of the available supply of college-trained personnel to meet employment demands. A work force educated beyond the postsecondary level is especially critical to the professional and technical occupations, areas of growing importance to the state's economy. The strength of a well-educated work force is further enhanced by the numbers of students who complete their academic work and receive degrees.

This report has two objectives. First, it describes the numbers of degrees conferred in Connecticut in 1984-85 by level of degree, discipline and institution. Second, it analyzes trends over the past 10 years and provides information for use in policy-making.

Information for this report was provided by each higher education institution and aggregated by the Department of Higher Education. The numbers reflect those students who were awarded degrees from July 1, 1984 to June 30, 1985. Definitions and interpretive notes that clarify the data are listed on page 18.

Two supplements are available from the Department of Higher Education for those who wish greater detail. These describe degrees categorized by institution as well as by program. One supplement presents the data using Higher Education General Information Survey (HEGIS) categories; the other uses the Classification of Instructional Programs (CIP).

DEGREES CONFERRED BY INSTITUTION

Overview

Connecticut colleges and universities conferred 27,016 degrees in 1984-85. The totals, presented by institution and level of degree, are displayed in Table 1.

Bachelor's degrees accounted for slightly more than half of all degrees (50.7% or 13,707 degrees), followed by almost equal proportions of master's degrees (21.6%, 5,828) and associate's degrees (21.5%, 5,800).

Public institutions awarded 14,313 degrees, 53.0% of the total. Compared to independent institutions, public institutions awarded a greater proportion of certificates (87.4%) and associate's degrees (77.4%). Each sector awarded approximately equal proportions of bachelor's degrees, while independent institutions awarded a greater proportion of graduate degrees, including master's (60.9%), doctoral (61.7%) and professional (66.7%) degrees.

The four-year regional independent institutions awarded the most degrees (7,412, 27.4% of the total), followed by approximately equal numbers at the four-year national independent institutions (4,862, 18.0% of the total) and the Connecticut State University (4,859, 18.0% of the total). The University of Connecticut was fourth (4,501, 16.7%), and the regional community colleges were fifth (3,584, 13.3%). Each of the other types of institutions accounted for less than 10% of total awards.

TABLE I

DEGREES CONFERRED BY CONNECTICUT INSTITUTIONS OF HIGHER EDUCATION BY INSTITUTION AND LEVEL 1984-85

	Certificates One Year or More	Associate's	Bachelor's	Master's	Doctoral	First-Professional	Total
Public Institutions							
University of Connecticut							
Storrs and Regional Campuses	14	-	2,929	1,056	181	202	4,382
UConn Health Center	-	-	-	-	-	119	119
Total	14	-	2,929	1,056	181	321	4,501
Connecticut State University							
Central	-	-	1,269	343	-	-	1,612
Eastern	-	9	541	83	-	-	633
Southern	-	10	1,154	670	-	-	1,834
Western	-	32	622	126	-	-	780
Total	-	51	3,586	1,222	-	-	4,859
Regional Community Colleges							
Asnuntuck	-	96	-	-	-	-	96
Greater Hartford	0	265	-	-	-	-	265
Housatonic	5	140	-	-	-	-	145
Manchester	50	644	-	-	-	-	694
Mattatuck	3	383	-	-	-	-	386
Middlesex	0	282	-	-	-	-	282
Mohegan	9	666	-	-	-	-	675
Northwestern Connecticut	1	147	-	-	-	-	148
Norwalk	12	286	-	-	-	-	298
Quinebaug Valley	2	87	-	-	-	-	89
South Central	21	214	-	-	-	-	235
Tunxis	20	254	-	-	-	-	274
Total	123	3,464	-	-	-	-	3,584
State Technical Colleges							
Greater New Haven	24	116	-	-	-	-	140
Hartford	-	243	-	-	-	-	243
Norwalk	-	156	-	-	-	-	156
Thames Valley	53	196	-	-	-	-	249
Waterbury	1	206	-	-	-	-	207
Total	78	917	-	-	-	-	995
Charter Oak College	-	58	122	-	-	-	180
TOTAL, State Institutions	215	4,490	6,637	2,278	181	321	14,122
U.S. Coast Guard Academy	-	-	191	-	-	-	191
TOTAL, Public Institutions	215	4,490	6,828	2,278	181	321	14,313
Independent Institutions							
Four-Year National							
Connecticut College	-	-	414	25	-	-	439
Trinity College	-	-	449	39	-	-	488
Wesleyan University	-	-	631	109	11	-	801
Yale University	-	-	1,301	1,179	276	378	3,134
Total	-	-	2,845	1,352	287	378	4,862
Four-Year Regional							
Albertus Magnus College	-	8	80	-	-	-	88
Bridgeport Engineering Institute	-	8	52	-	-	-	60
Fairfield University	-	-	757	258	-	-	1,015
Hartford Graduate Center	-	-	-	436	-	-	436
Hartford Seminary Foundation	-	-	-	4	3	-	7
Holy Apostles College	-	0	18	11	-	5	34
Paier College of Art, Inc.	5	6	47	-	-	-	58
Post College	0	134	128	-	-	-	262
Quinnipiac College	-	151	455	26	-	-	632
Sacred Heart University	-	206	406	95	-	-	707
St. Alphonsus College	-	-	6	-	-	-	6
St. Basil's College	-	-	2	-	-	-	2
St. Joseph College	-	-	151	118	-	-	269
University of Bridgeport	1	146	490	276	1	259	1,173
University of Hartford	-	147	827	394	0	-	1,368
University of New Haven	-	100	615	580	-	-	1,295
Total	6	906	4,034	2,198	4	264	7,412
Two-Year Independent							
Briarwood College	25	161	-	-	-	-	186
Hartford College for Women	-	68	-	-	-	-	68
Katharine Gibbs School, Inc.	-	32	-	-	-	-	32
Mitchell College	-	138	-	-	-	-	138
Mt. Sacred Heart College	-	5	-	-	-	-	5
Total	25	404	-	-	-	-	429
TOTAL, Independent Institutions	31	1,310	6,879	3,550	291	642	12,703
TOTAL, Public Institutions	215	4,490	6,828	2,278	181	321	14,313
TOTAL, All Institutions	246	5,800	13,707	5,828	472	963	27,016

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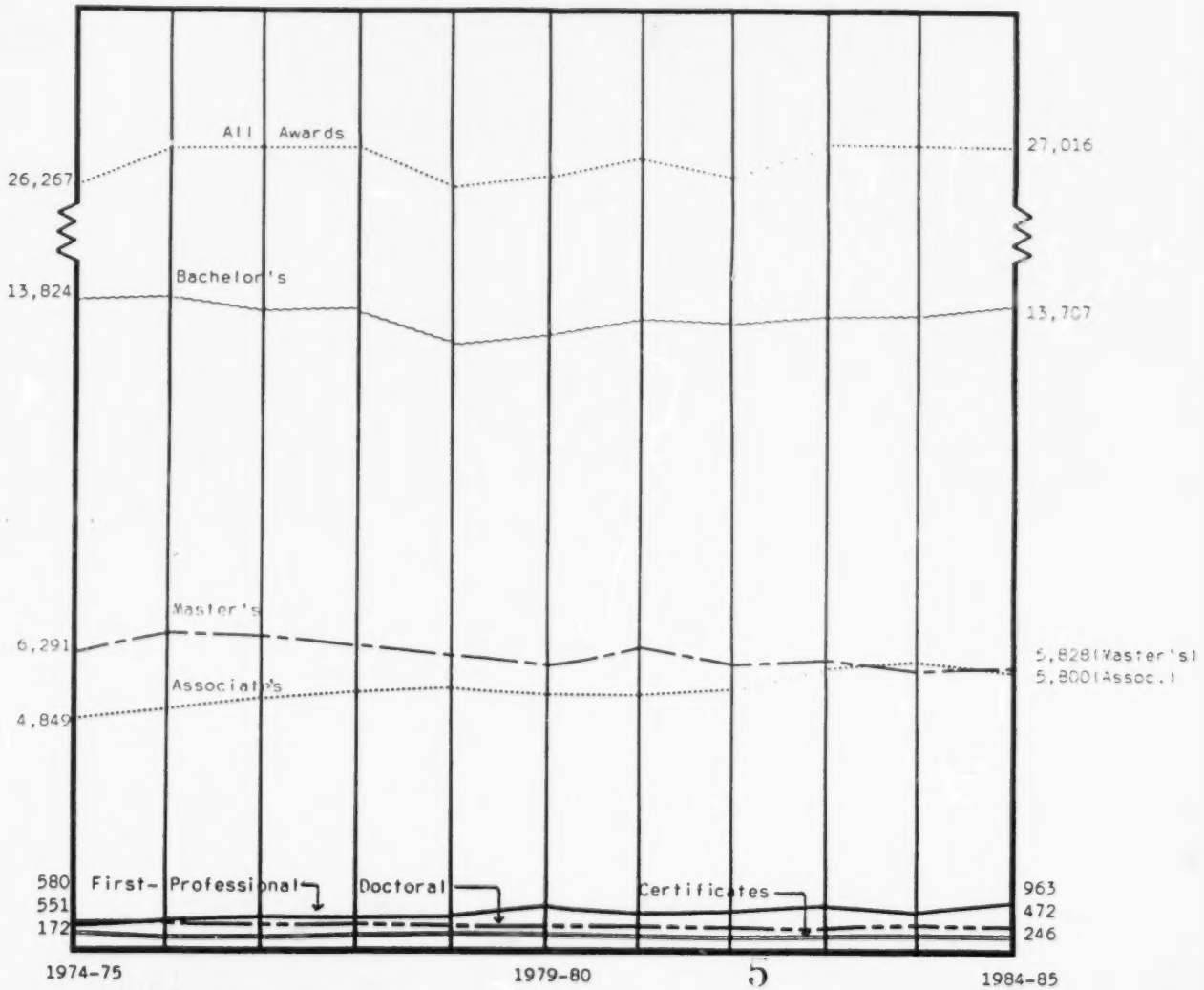
Trends and Changes Over Time

Total awards, and those for each level of degree (see Figure 1), have remained fairly stable over the past 10 years with minor exceptions. For example, a decline in 1978-79 in the number of bachelor's degrees was substantial enough to affect the total. Although bachelor's degrees have increased in four of the six years since 1978-79, 117 fewer awards were made in 1984-85 than at the beginning of the decade. Master's degrees have shown slight, but consistent, yearly declines over the decade, with the exception of a minor increase in 1980-81. The overall decline from 1974-75 to 1984-85 was 463 fewer master's degrees awarded. Doctoral degrees also declined, from 580 in 1974-75 to 472 in 1984-85. The numbers of certificates and professional degrees grew. For associate's degrees, direct year-to-year comparisons are appropriate prior to and after 1982 (see Interpretive Notes, page 18), and data for both periods indicate general stability in the numbers of associate's degrees conferred.

FIGURE 1

DEGREES CONFERRED BY CONNECTICUT INSTITUTIONS
OF HIGHER EDUCATION BY LEVEL
1974-75 TO 1984-85

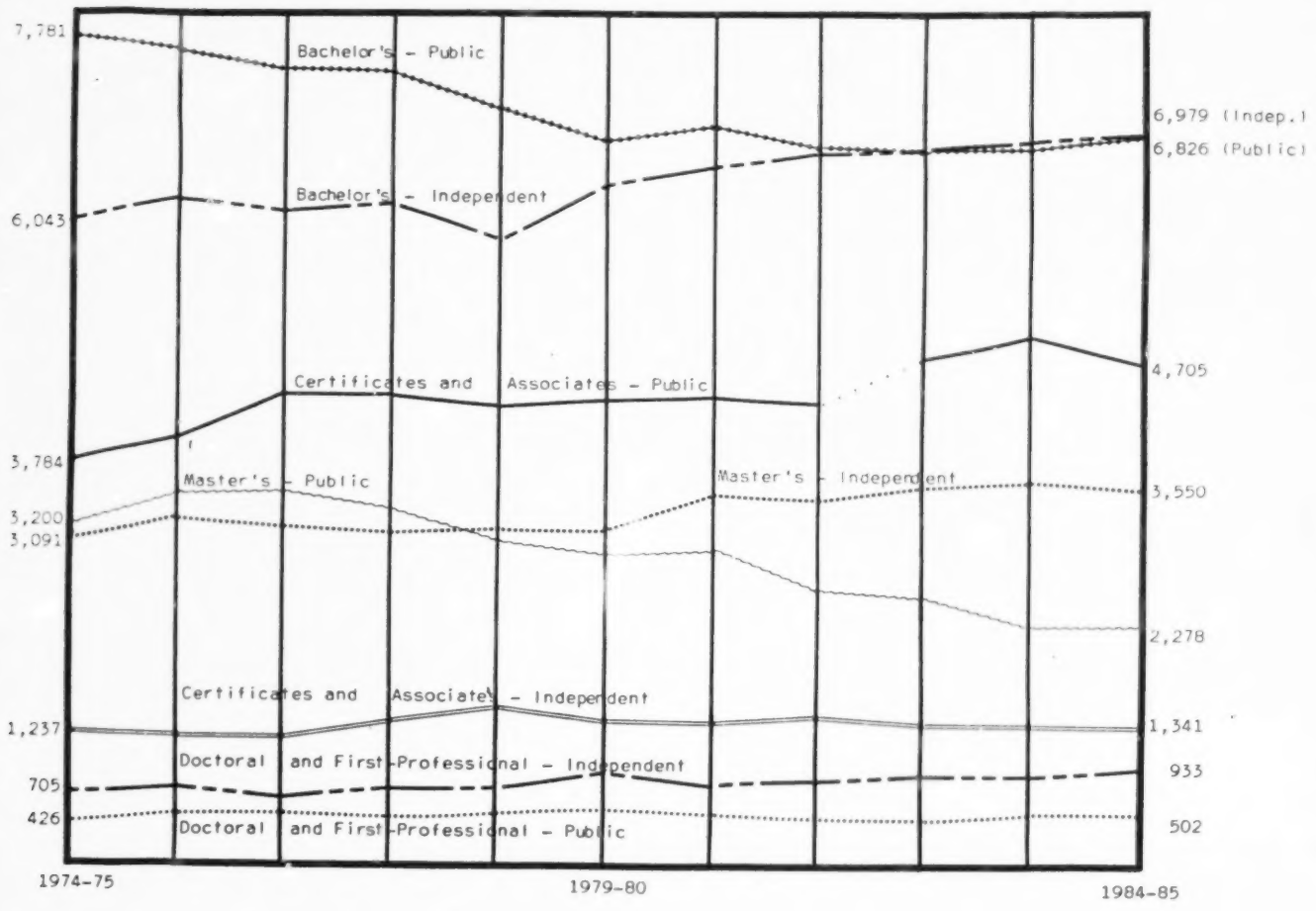


Two obvious trends are apparent in degrees awarded by public and independent institutions (see Figure 2). First, a steady decline has occurred in the award of bachelor's degrees by public institutions, while the independent sector has increased its share. Independent institutions surpassed (by 164 degrees) public institutions for the first time in 1982-83 and have continued to do so.

The other notable trend depicted in Figure 2 concerns the award of master's degrees. At the beginning of the 10-year period, public institutions awarded more master's degrees than the independents. That pattern reversed in 1978-79, and the gap continued to widen until 1983-84, when independent institutions awarded 1,340 more master's degrees than the publics. In 1984-85, the difference between the two sectors lessened slightly (1,272 more master's degrees awarded by the independent institutions), although the general trend of greater numbers of degrees conferred by independent institutions continued.

FIGURE 2

DEGREES CONFERRED BY CONNECTICUT PUBLIC AND INDEPENDENT INSTITUTIONS OF HIGHER EDUCATION
1974-75 TO 1984-85



Conclusions and Implications

The data over the past decade indicate a continuing decline in the numbers of degrees awarded by public institutions, coupled with stability or slight increases in the numbers awarded by independent institutions. This pattern is especially significant when examined in concert with recent enrollment data, which show declines in the independent sector, both over time and when compared to public institutions. These combined trends suggest that proportionately fewer students are completing degrees in the public sector. Patterns of enrollments are also changing, with greater proportions of students in both sectors attending part-time. This change, coupled with declines in degrees conferred, may signal shifts in the composition and educational objectives of the student body.

AWARDS IN VARIOUS DISCIPLINES BY LEVEL OF DEGREE

Overview

The field of business and management* ranked first in terms of total number of awards across all degree levels (see Table 2). Education and the social sciences ranked second and third, respectively. The next largest fields were business and commerce,* followed by arts and science/general studies programs--areas where degrees awarded were at the associate's level or below.

Certificates of One Year or More. The number of certificates awarded in 1984-85 was 246. The two areas of business and commerce, and mechanical and engineering technologies accounted for most awards (82 and 77, respectively, or 33.3% and 31.3% of the total).

Associate's Degrees. There were 5,800 associate's degrees awarded in 1984-85, with the two areas of arts and science/general studies, and business and commerce technologies accounting for the majority in almost equal proportions (arts and science, 30.7%, and business and commerce, 29.4%). Mechanical and engineering technologies was the next largest area. Health services, public service, and data processing followed in that order.

Bachelor's Degrees. Of the 13,707 bachelor's degrees awarded, 24.5% (3,356) were in business and management. Social sciences (1,865), engineering (1,203), and letters (1,006) ranked second, third, and fourth. These four disciplines accounted for 54.2% of all bachelor's degrees awarded. Health professions (800) and education (745) were fifth and sixth.

Master's Degrees. Continuing the pattern noted for bachelor's degrees, the largest number of master's degrees was awarded in the area of business and management (1,577), although education was a close second (1,554). These two disciplines accounted for 53.7% of all master's degrees, with each of the other areas comprising less than 10% of the total.

Doctoral and Professional Degrees. Three disciplines accounted for 41.7% of all doctoral awards: biological sciences (70), social sciences (67), and education (60). Most professional awards were in law (67.3% of the total), followed by medicine and dentistry (23.1%), and theology (9.7%).

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*The discipline of business and management pertains to degrees awarded at the bachelor's level and above. The discipline of business and commerce pertains to degrees awarded at the associate's level and below.

TABLE 2

DEGREES CONFERRED BY CONNECTICUT INSTITUTIONS OF HIGHER EDUCATION BY DISCIPLINE 1984-85

Discipline	Certificates One Year or More	Associate's	Bachelor's	Master's	Doctoral	First-Professional	Total	Rank
Bachelor's and Above								
01 Agriculture and Natural Resources, General	-	-	109	94	11	-	214	25
02 Architecture and Environmental Design	-	-	40	46	-	-	86	28
03 Area Studies	-	-	192	33	8	-	233	23
04 Biological Sciences	-	-	639	119	70	-	828	11
05 Business and Management	-	-	3,356	1,577	7	-	4,940	1
06 Communications	-	-	356	79	-	-	435	21
07 Computer and Information Sciences	-	-	332	178	10	-	520	17
08 Education	-	-	745	1,554	60	-	2,359	2
09 Engineering	-	-	1,203	254	36	-	1,493	6
10 Fine and Applied Arts	-	-	645	248	29	-	922	9
11 Foreign Languages	-	-	170	30	22	-	222	24
12 Health Professions	-	-	800	274	12	222	1,308	7
13 Home Economics	-	-	176	19	2	-	197	26
14 Law	-	-	11	36	2	648	697	13
15 Letters	-	-	1,006	116	46	-	1,168	8
16 Library Science	-	-	5	58	-	-	63	29
17 Mathematics	-	-	318	19	11	-	348	22
19 Physical Sciences	-	-	329	76	44	-	449	20
20 Psychology	-	-	648	177	26	-	851	10
21 Public Affairs and Services	-	-	222	348	-	-	570	15
22 Social Sciences	-	-	1,865	175	67	-	2,107	3
23 Theology	-	-	-	95	3	93	191	27
49 Interdisciplinary Studies	-	1	540	18	6	-	565	16
- Master of Philosophy	-	-	-	205	-	-	205	-
Associate's and Below								
56 Arts and Science or General Studies Programs	1	1,780	-	-	-	-	1,781	5
50 Business and Commerce Technologies	82	1,703	-	-	-	-	1,785	4
51 Data Processing Technologies	13	437	-	-	-	-	450	19
52 Health Services and Paramedical Technologies	25	661	-	-	-	-	686	14
53 Mechanical and Engineering Technologies	77	734	-	-	-	-	811	12
54 Natural Science Technologies	17	27	-	-	-	-	44	30
55 Public Service Related Technologies	31	457	-	-	-	-	488	18
TOTAL	246	5,800	13,707	5,828	472	963	27,016	-

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Trends and Changes Over Time

The levels of certificates, doctoral, and professional degrees are omitted from detailed trend analysis since the numbers awarded in any given year are relatively small. Thus, slight fluctuations from year to year can erroneously convey major changes. It is worth noting, however, that doctoral degrees have declined from a total of 580 in 1974-75 to 472 in 1984-85. With the exceptions of 1977-78 and 1983-84, a general yearly pattern of decline has occurred over the decade.

Associate's Degrees. Changes in associate's degrees over the past 10 years were slight with three exceptions (see Figure 3 and Table 3). The areas of business and commerce, mechanical and engineering technologies, and data processing showed general upward trends, while other areas remained stable or declined only slightly. The apparent recent fluctuations in arts and science resulted from procedural changes in 1982-83 in degree reporting at the community colleges (see Interpretive Notes, page 18). Data for 1984-85 indicate a decline over the two previous years of comparable data but are insufficient to signal the start of a downward trend in arts and science degrees at this level. In fact, the proportion of awards remained about the same as five years earlier (see Table 3). Patterns of degree granting have remained fairly consistent over time and across type of institution and discipline, as depicted in Table 3A, with the following exceptions. The two-year independents and community colleges showed increases in business and commerce degrees. Arts and science degrees declined at the two-year independents, as did health services at the four-year regional independents.

FIGURE 3

ASSOCIATE'S DEGREES AWARDED BY CONNECTICUT INSTITUTIONS OF HIGHER EDUCATION BY DISCIPLINE 1974-75 TO 1984-85

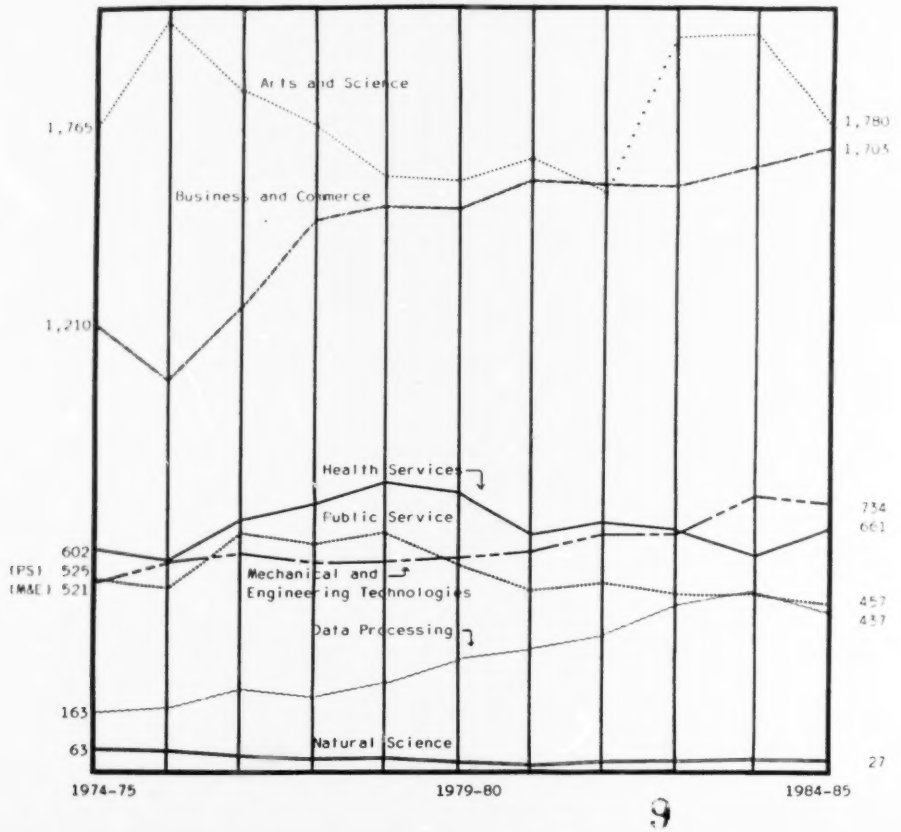


TABLE 3

PERCENTAGE OF TOTAL ASSOCIATE'S DEGREES AWARDED BY DISCIPLINE BY CONNECTICUT INSTITUTIONS OF HIGHER EDUCATION, SELECTED YEARS

Discipline	74-75	79-80	84-85
Arts and Science	36.4%	30.0%	30.7%
Business and Commerce	25.0%	28.5%	29.4%
Data Processing	3.4%	5.5%	7.5%
Health Services	12.4%	14.2%	11.4%
Mechanical and Engineering	10.7%	10.8%	12.7%
Natural Science	1.3%	0.5%	0.5%
Public Service	10.8%	10.5%	7.9%
Interdisciplinary Studies	0.0%	0.0%	0.0%
TOTAL	100.0%	100.0%	100.1%

TABLE 3A

ASSOCIATE'S DEGREES AWARDED BY CONNECTICUT INSTITUTIONS OF HIGHER EDUCATION BY TYPE OF INSTITUTION AND DISCIPLINE, SELECTED YEARS

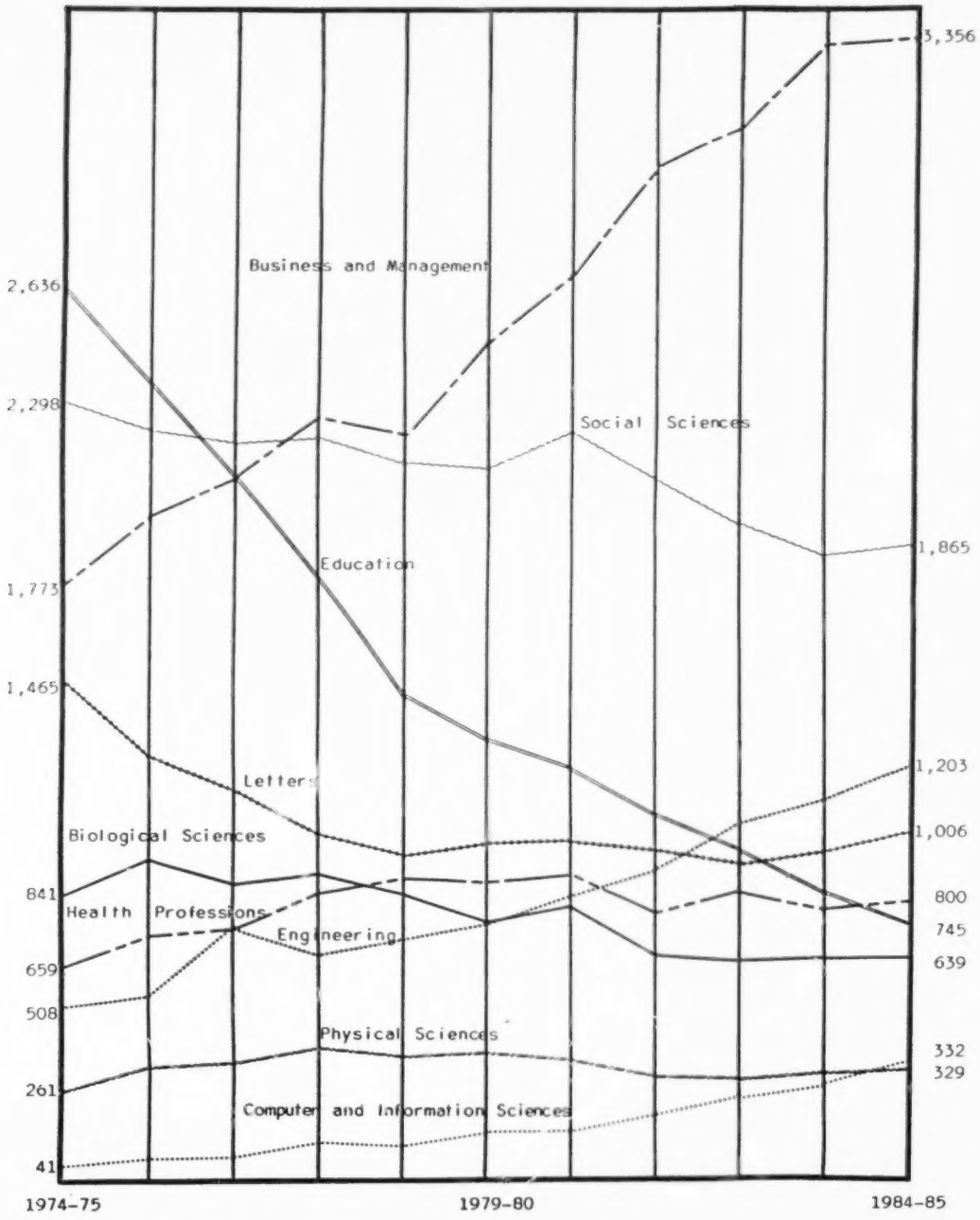
	Connecticut State University			Regional Community College			State Technical College		
Discipline	74-75	79-80	84-85	74-75	79-80	84-85	74-75	79-80	84-85
Arts and Science	36	62	48	1,317	1,172	1,416	-	-	-
Business and Commerce	5	-	-	822	992	1,106	6	18	19
Data Processing	-	-	-	39	90	154	117	202	238
Health Services	-	-	-	305	490	455	-	-	-
Mechanical and Engineering	-	-	-	4	9	7	485	479	646
Natural Science	-	-	-	-	24	12	2	-	-
Public Service	-	5	3	493	428	313	-	15	14
Interdisciplinary Studies	-	-	-	-	-	1	-	-	-
TOTAL, All Disciplines	41	67	51	2,907	3,205	3,464	610	714	917

	Charter Oak College			Four-Year Regional Independent			Two-Year Independent		
Discipline	74-75	79-80	84-85	74-75	79-80	84-85	74-75	79-80	84-85
Arts and Science	58	75	58	153	133	156	201	181	102
Business and Commerce	-	-	-	241	447	373	136	85	205
Data Processing	-	-	-	7	7	43	-	-	2
Health Services	-	-	-	297	241	162	-	35	44
Mechanical and Engineering	-	-	-	32	98	75	-	-	6
Natural Science	-	-	-	44	2	4	-	-	11
Public Service	-	-	-	68	114	93	54	4	34
Interdisciplinary Studies	-	-	-	-	-	-	-	-	-
TOTAL, All Disciplines	58	75	58	842	1,042	906	391	305	404

Bachelor's Degrees. The top three disciplines for which bachelor's degrees were conferred in 1984-85 were, in order, business and management, social sciences, and engineering (see Figure 4 and Table 4). This pattern contrasted with 1974-75 when the greatest numbers of degrees were awarded in education. Social sciences ranked second in 1974-75 as well as in 1984-85, although the overall number of degrees conferred in this discipline was larger at the beginning of the 10-year period. Business and management was in third place in 1974-75.

FIGURE 4

BACHELOR'S DEGREES AWARDED BY CONNECTICUT INSTITUTIONS OF HIGHER EDUCATION IN SELECTED DISCIPLINES 1974-75 TO 1984-85



The most significant degree trend was the decline in education and the simultaneous increase in business and management. The number of education degrees fell by 1,891 over the 10-year period, while business and management degrees increased by 1,583. In 1974-75 education accounted for 19.1% of all bachelor's degree, and business and management accounted for 12.8%. Those patterns reversed, and the trend deepened over the 10-year span. In 1984-85, education comprised only 5.4% of the total bachelor's degrees, while the proportion of business and management degrees was 24.5%. Other areas where declines occurred were the social sciences, letters, and biological sciences (see Figure 4). In addition to business and management, increases were apparent in engineering, and computer and information sciences. Trends were less apparent in two other areas: health professions and physical sciences. Degrees in both areas fluctuated over the period, although the tendency was toward a slight increase.

TABLE 4

PERCENTAGE OF TOTAL BACHELOR'S DEGREES AWARDED BY DISCIPLINE BY CONNECTICUT INSTITUTIONS OF HIGHER EDUCATION, SELECTED YEARS

Discipline	74-75	79-80	84-85
Business and Management	12.8%	18.8%	24.5%
Education	19.1%	9.8%	5.4%
Engineering	3.7%	5.7%	8.8%
Health Professions	4.8%	6.6%	5.8%
Letters	10.6%	7.5%	7.3%
Social Sciences	16.6%	16.0%	13.6%
Total, All Other	32.4%	35.7%	34.5%
TOTAL, All Disciplines	100.0%	100.1%	99.9%

Bachelor's degrees awarded by the various types of institutions reflected these patterns (see Table 4A). Of particular significance is the change in degree granting patterns at Connecticut State University, where education degrees declined from 1,823 in 1974-75 to 534 in 1984-85. During the same period, business and management degrees at the four Connecticut State University institutions increased substantially. Similar increases in business and management, and concurrent decreases in education, occurred at the four-year regional independent institutions.

TABLE 4A

BACHELOR'S DEGREES AWARDED BY CONNECTICUT INSTITUTIONS OF HIGHER EDUCATION BY TYPE OF INSTITUTION AND SELECTED DISCIPLINE, SELECTED YEARS

	University of Connecticut			Connecticut State University			Charter Oak College		
Discipline	74-75	79-80	84-85	74-75	79-80	84-85	74-75	79-80	84-85
Business and Management	445	537	549	409	683	1,314	-	-	-
Education	308	174	103	1,828	943	534	-	-	-
Engineering	134	267	312	33	87	158	-	-	-
Health Professions	350	296	291	114	159	168	-	-	-
Letters	352	205	240	374	220	128	-	-	-
Social Sciences	450	345	404	646	539	262	-	-	-
Total, All Other	1,169	1,101	1,030	989	1,005	1,022	-	95	122
TOTAL, All Disciplines	3,208	2,925	2,929	4,393	3,636	3,586	-	95	122

	Coast Guard Academy			Four-Year National Independent			Four-Year Regional Independent		
Discipline	74-75	79-80	84-85	74-75	79-80	84-85	74-75	79-80	84-85
Business and Management	25	26	16	23	48	1	871	1,180	1,476
Education	-	-	-	-	-	-	500	175	108
Engineering	58	46	103	42	67	70	241	280	560
Health Professions	-	-	-	-	-	-	195	416	341
Letters	-	-	-	494	411	485	245	149	153
Social Sciences	40	24	24	665	905	901	497	288	274
Total, All Other	57	59	48	1,185	1,322	1,388	1,085	1,114	1,122
TOTAL, All Disciplines	180	155	191	2,409	2,753	2,845	3,634	3,602	4,034

Master's Degrees. Over half of all master's degrees were awarded in education, and business and management. All other disciplines were grouped for the purposes of this analysis (see Figure 5 and the accompanying Table 5). Patterns and trends were similar to those for bachelor's degrees. Although education ranked first in the numbers of master's degrees conferred in 1974-75, the trend has been one of sharp decline since the peak year of 1975-76. At the same time, business and management experienced steady growth. In 1984-85, for the first time, the number of master's degrees awarded in business and management surpassed those in education.

The overall pattern of decline in education for the various types of institutions was most apparent at Connecticut State University and the four-year regional independent institutions (see Table 5A). During the same period, awards of master's degrees in business and management increased in both sectors.

FIGURE 5

MASTER'S DEGREES AWARDED BY CONNECTICUT INSTITUTIONS
OF HIGHER EDUCATION IN SELECTED DISCIPLINES
1974-75 TO 1984-85

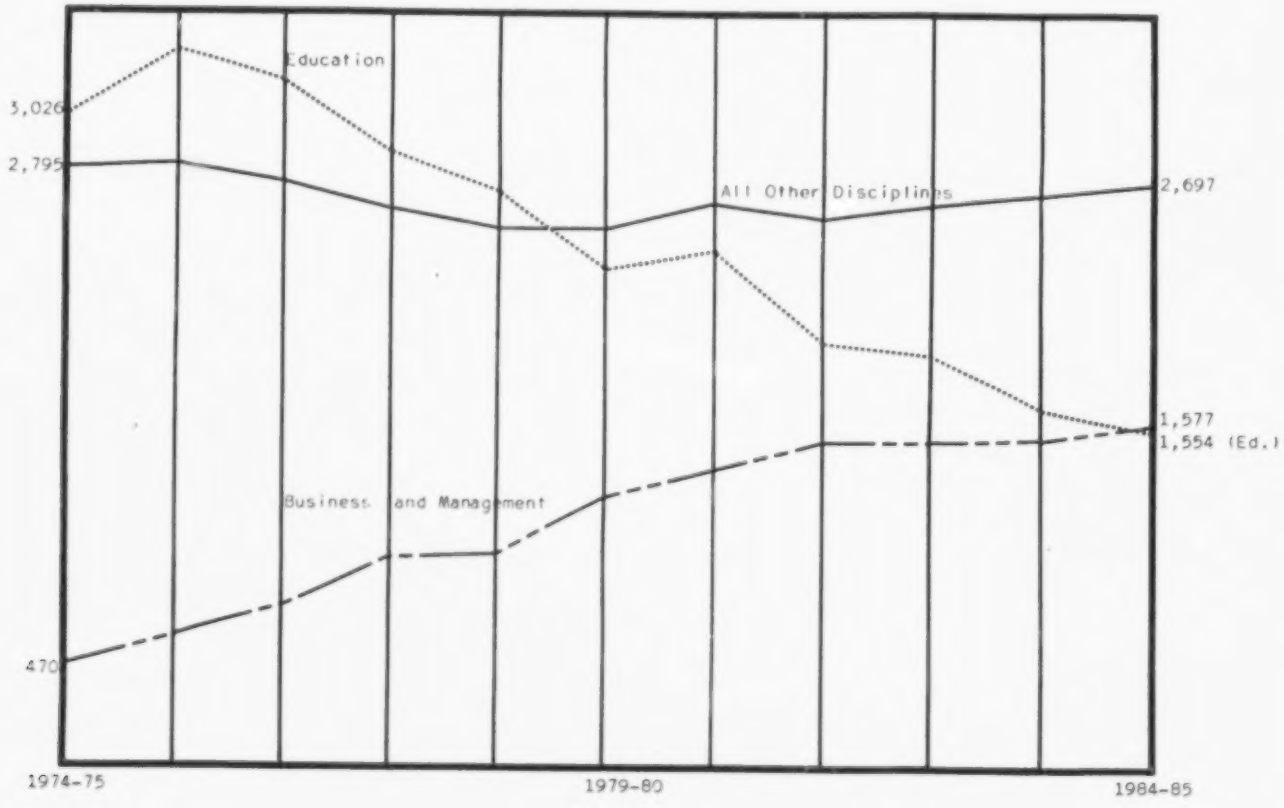


TABLE 5

PERCENTAGE OF TOTAL MASTER'S DEGREES AWARDED
BY DISCIPLINE BY CONNECTICUT INSTITUTIONS
OF HIGHER EDUCATION, SELECTED YEARS

Discipline	74-75	79-80	84-85
Business and Management	7.5%	20.5%	27.1%
Education	48.1%	38.2%	26.7%
TOTAL, All Other	44.4%	41.3%	46.3%
TOTAL, All Disciplines	100.0%	100.0%	100.1%

TABLE 5A

MASTER'S DEGREES AWARDED BY CONNECTICUT INSTITUTIONS OF HIGHER EDUCATION BY TYPE OF INSTITUTION AND SELECTED DISCIPLINES, SELECTED YEARS

	University of Connecticut			Connecticut State University		
Discipline	74-75	79-80	84-85	74-75	79-80	84-85
Business and Management	157	349	296	-	20	65
Education	359	324	208	1,602	1,304	870
TOTAL, All Other	591	516	552	491	424	287
TOTAL, All Disciplines	1,107	1,189	1,056	2,093	1,748	1,222

	Four-Year National Independent			Four-Year Regional Independent		
Discipline	74-75	79-80	84-85	74-75	79-80	84-85
Business and Management	11	123	136	302	757	1,080
Education	37	103	99	1,028	594	377
TOTAL, All Other	1,216	1,035	1,117	497	541	741
TOTAL, All Disciplines	1,264	1,261	1,352	1,827	1,892	2,198

Conclusions and Implications

The dramatic increases in degrees awarded in business and management, coupled with significant declines in education, have serious implications for the state's supply of and demand for qualified employees in these fields. These shifts also add to institutional burdens in allocating resources across disciplines in ways that foster and maintain program quality. Popular fields are likely to experience shortages of qualified faculty, while areas of falling demand may have over-supplies. Issues related to student recruitment and retention, admissions criteria, and academic standards also may be affected by shifts in enrollment and degree granting across disciplines. Finally, program expansion and contraction may alter the nature and characteristics of institutions, particularly those that have focused traditionally on teacher education.

DEGREES AWARDED TO FEMALE STUDENTS

Between 1974-75 and 1979-80, the percentage of women earning degrees at all levels increased from 47.1% to 51.6%. Since then, the percentage has remained relatively stable (see Table 6). In 1984-85, women earned 52.0% of all degrees.

Although the patterns for total degrees remained generally unchanged for the past five years, some trends were apparent at various levels of degrees. The percentage of women earning certificates fluctuated over the period, probably due to the small numbers of awards at this level. For instance, the decline from 1983-84 to 1984-85 (61.3% to 50.8%) was the result of 79 fewer women receiving degrees. Upward trends were apparent for associate's degrees over the past 10 years, although slight declines occurred after a peak of 60.9% in 1980-81. Similarly, bachelor's degrees rose steadily over the period, but showed a slight decline in 1983-84 that stabilized in the following year. Although fluctuations occurred from year to year in the percentage of women earning master's degrees, the overall patterns remained stable, with women consistently accounting for just over half. Substantial growth occurred in doctoral and professional degrees, although this has stabilized over the past two or three years. The percentage of doctoral and professional degrees awarded to women, however, is considerably smaller than the percentage awarded to men.

Traditional degree-granting patterns across disciplines continued, with women earning substantial proportions of degrees in communications, education, foreign languages, health professions, home economics, library science, psychology, and public affairs and services. Men earned the majority in computer and information sciences, engineering, and physical sciences.

TABLE 6

PROPORTION OF DEGREES CONFERRED TO WOMEN BY CONNECTICUT INSTITUTIONS OF HIGHER EDUCATION BY LEVEL, SELECTED YEARS

	Certificates One Year or More	Associate's	Bachelor's	Master's	Doctoral	First-Professional	Total
1984-85	50.8%	58.1%	51.7%	50.8%	36.4%	36.0%	52.0%
1983-84	61.3%	56.3%	51.8%	51.1%	37.1%	36.2%	52.0%
1982-83	57.6%	56.8%	53.3%	52.0%	33.0%	36.5%	52.9%
1981-82	59.2%	60.2%	51.4%	51.5%	34.2%	34.3%	52.6%
1980-81	63.4%	60.9%	50.6%	52.4%	34.2%	33.7%	52.5%
1979-80	61.6%	59.8%	50.1%	52.4%	29.6%	27.3%	51.6%
1974-75	40.1%	49.1%	46.8%	50.7%	26.0%	20.1%	47.1%

DEGREES AWARDED TO MINORITY STUDENTS

Data on degrees awarded to minority students are available for 1975-76 and biannually from 1978-79 (see Table 7). Minority students earned 6.9% of all degrees in 1984-85, compared with 6.2% two years earlier. General patterns since 1975 indicate minority students are earning an increasing percentage of degrees, although the minority composition of the general population (12.0% of the total Connecticut population in 1980) suggests they remain under-represented among degree recipients. In 1984-85, minorities were best represented at the certificate and associate's levels, in contrast to 1982-83 when representation was highest at the professional level. In terms of degree level, growth over the decade continued in the percentages of minority students who earned associate's and bachelor's degrees, while awards of master's and professional degrees appeared to be stabilizing. Fluctuations occurred over the years for certificates and doctoral levels, and no clear trends were apparent.

TABLE 7

PROPORTION OF DEGREES CONFERRED TO MINORITY STUDENTS BY CONNECTICUT INSTITUTIONS OF HIGHER EDUCATION BY LEVEL, SELECTED YEARS

	Certificates One Year or More	Associate's	Bachelor's	Master's	Doctoral	First-Professional	Total
1984-85	8.9%	8.6%	6.6%	5.7%	5.5%	8.1%	6.9%
1982-83	6.2%	7.7%	5.7%	5.4%	4.0%	8.2%	6.2%
1980-81	8.6%	7.2%	5.0%	4.9%	5.6%	7.3%	5.6%
1978-79	5.2%	8.1%	4.6%	3.4%	5.0%	8.6%	5.2%
1975-76	14.4%	6.8%	4.6%	3.8%	2.9%	7.2%	4.9%

Table 8 presents the two years of available data for degrees conferred to individual minority groups. Black and Hispanic students were under-represented in both years when compared to their percentage of the state population, while the proportion of American Indians among the graduates was about the same as for the state population. Asian/Pacific Islanders received slightly more degrees than would be expected based on their frequency in the population.

TABLE 8

PROPORTION OF DEGREES CONFERRED TO MINORITY GROUPS, WITH POPULATION COMPARISONS

	1984-85	1982-83	Percent of Conn. Population - 1980
Black, Non Hispanic	3.1%	3.3%	6.9%
Hispanic	1.7%	1.4%	4.0%
Asian/Pacific Islander	1.9%	1.1%	0.6%
American Indian	0.2%	0.3%	0.1%

POLICY IMPLICATIONS

The information contained in this report suggests several trends and patterns that merit consideration by policy-makers.

First, trends over the past 10 years show a decline in the numbers of degrees conferred by public institutions while their enrollments were increasing. This pattern suggests changes in the composition and objectives of the student body, an observation supported by increasing part-time enrollments. These changes may reflect shifting missions for public higher education, such as a greater emphasis on recruiting non-traditional students and the availability of more non-degree programs in job- and skill-specific training.

Second, the patterns of degrees conferred in various disciplines over the past 10 years have changed dramatically. More students are earning undergraduate and graduate degrees in business and management, while those seeking education degrees have declined significantly. This shift has serious implications for the state's ability to meet projected needs for qualified teachers. In addition, there may eventually be an over-supply of qualified applicants for positions in business and in other areas of growth, including engineering and fields related to computer science and data processing. These emerging patterns may affect the nature and character of institutions as well, particularly those that have traditionally focused on teacher education and now find student demand shifting to other areas.

Finally, in disciplines and institutions experiencing growth, policies must be developed that foster program quality and assure that growing demands for services and programs are met. Similarly, in areas and institutions where declines are evident, strategies may be needed to address student recruitment. Policies aimed at maintaining and strengthening program quality are particularly important. Whether in areas of growth or decline, issues related to student retention, admissions criteria, academic standards and faculty qualifications merit careful attention in state and institutional policy development.

INTERPRETIVE NOTES

1. This report uses the national Higher Education General Information System (HEGIS) classification of programs for reporting information about individual disciplines.

2. A four-year independent institution is defined as a national institution if more than 65 percent of the full-time undergraduates are from out of the state and the total enrollment exceeds 300 students. The remaining four-year independent institutions are defined as regional institutions.

3. Sixth-year certificates and all other intermediate post-baccalaureate awards are included with the data for master's degrees.

4. Reporting errors in data from previous years have been corrected in this report. These corrections include the following changes: (1) the addition of 43 certificates awarded in 1983-84 at Thames Valley State Technical College that were omitted from that year's reporting; (2) the addition of 76 associate's degrees awarded by Mohegan Community College and omitted from reporting in 1982-83; and (3) the addition of 304 degrees under-reported for Southern Connecticut State University in 1982-83.

5. Mohegan Community College changed its procedure for reporting associate's degrees in 1982-83 to include previously unreported degrees awarded to program completers at the U.S. Submarine Base Navy Campus for Achievement (NCFA) in Groton. As a result of these awards, there is an apparent increase in the overall number of associates degrees awarded in 1982-83. This difference reflects a procedural rather than substantive change, however, and it should not be viewed as a significant increase. Rather, trend information prior to 1982-83 and from 1982-83 forward should be examined separately for indications of changes in the numbers of associates degrees awarded. Affected trend lines are indicated by a dotted line in Figures 1-3.

This report was prepared by Dr. Martha C. Highsmith, Director of Research, Connecticut Department of Higher Education.

RESEARCH REPORTS

1985

Degrees Conferred by Connecticut Institutions of Higher Education: 1983-84 (R-1-85)

Academic Program Trends in Connecticut Higher Education: 1979-1984 (R-2-85)

Employment Needs and the Supply of College Graduates in Connecticut (R-3-85)

Enrollment Trends in Connecticut Higher Education and Revised Projections to 2000 (R-4-85)

Minority Enrollment in Connecticut Institutions of Higher Education (R-5-85)

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Degrees Conferred by Connecticut Institutions of Higher Education: 1982-83 (R-1-84)

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1983

Degrees Conferred by Connecticut Institutions of Higher Education: 1981-82 (R-1-83)

An Analysis of Enrollment Trends in Connecticut Higher Education: 1982 (R-2-83)

Minorities in Connecticut Higher Education (R-3-83)

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College and University Libraries in Connecticut Institutions of Higher Education, Fall 1982 (R-5-83)

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